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ABSTRACT

The document contains two readings and a competency list meant to serve as an introduction to the area of special vocational needs. A special vocational needs program is defined as a program designed for those in need of vocational training who cannot succeed in a regular vocational program due to a handicapping condition (mental, physical, or emotional) or the effects of disadvantagement (academic or socioeconomic). A teacher competency list, offered as a guide for pre- and inservice teacher education programs, presents competencies developed under seven major headings: program planning, curriculum development, method of instruction, evaluation, guidance, human relations, and management of learning and behavior. The first reading discusses five components of a model (identification of program goals, specification of competencies, defining indicators of success, developing modalities of instruction, and program evaluation) and their utilization in a systematic approach to designing career education programs for the special needs student. A sequential procedure for curriculum modification to meet all student needs is described in the second reading. It includes status assessment, progressive instructional unit change, learning style analysis of a unit, readability measurement of printed classroom materials, and exploration of possible unit weaknesses. (Author/MS)

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INTRODUCTION TO SPECIAL VOCATIONAL NEEDS

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INTRODUCTION

The readings and competency list contained within this booklet are meant to serve as an introduction to the area of Special Vocational Needs. It is the author's intent that through this sharing of ideas, new and better programs may be developed to meet the needs of America's youth.

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INTRODUCTION TO SPECIAL VOCATIONAL NEEDS

The passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 placed an increased emphasis on serving students with special needs, specifically, the disadvantaged and handicapped. The disadvantaged and handicapped were defined by the Vocational Education Amendments of 1968, as:

> (The term "disadvantaged" means). . .persons other than handicapped persons defined in section 108(6) who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program. . . (Sec. 122 (a) (4) (A)).

The term "handicapped," when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services. (Sec. 108(6)).

In 1970, Congress established more inclusive definitions:

> "Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose need for such programs or services results from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

> "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in vocational or consumer and homemaking education programs designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

The Vocational Education Amendments of 1968 require at least 10 percent of the basic state grants be set aside for the physically, mentally, or emotionally handicapped and 15 percent for the academically and socioeconomically disadvantaged. This funding pattern plus the proliferation of "Mainstreaming" has brought about a phenomenal growth in the area of Special Vocational Needs Programs.

A Special Vocational Needs program can be defined as working with those individuals in need of vocational training who cannot succeed in a regular vocational program due to a handicapping condition or the effects of disadvantagement.

Special Vocational Needs is not an area of study nor a discipline as we might think of Vocational Agriculture or Health Occupations. It is a people-oriented servicing area that aides individuals where ever there is a need. Consequently, we have Special Needs programs in English, math, etc. as well as the vocational fields.

It is the responsibility of Special Vocational Needs programs to provide assistance to individuals throughout their educational program. The end result of a Special Vocational Needs program is to provide an individual with the knowledge, skills, and attitudes that are necessary to secure and progress in competitive and/or self-realizing employment.

SPECIAL VOCATIONAL NEEDS

COMPETENCY DEVELOPMENT

The following competency list is designed as a guide for pre- and in-service teacher education programs. The seven major headings were developed by a state-wide Special Vocational Needs Endorsement Committee. The author then developed the competencies found under each of the headings. Certain of the competencies are unique to Special Vocational Needs, whereas others would be acquired in any general vocational program.

GENERAL COMPETENCY DEVELOPMENT

The Special Vocational Needs teacher will be able to:

I. Program Planning

A. Diagnose student needs within a vocational framework which is consistent with facilities available and occupational opportunities; and

Demonstrate a knowledge of vocational legislation, vocational funding, and vocational advisory committees.

1. Recognize special instructional problems associated with different rates of development.

2. Identify current issues and trends with respect to developing and implementing instructional programs for special needs students.

3. Utilize information obtained from related disciplines about the sensory, physical, emotional, social, and cognitive states of the student to plan remediation programs.

4. Conduct a task analysis of an instructional activity.

II. Curriculum Development

A. Plan course content, design instructional materials, and implement activities that are appropriate to the needs and interests of the individual student.

1. Translate the characteristics of a handicap or disadvantagement into behavior limitations.

2. Identify psychosocial effects of being handicapped or disadvantaged.

3. Deduct from behavior the qualitative differences in levels of cognitive functioning.

4. Describe instructional goals in performance terms.

5. Identify educational and behavioral goals in terms of student's handicapping or disadvantaging condition.

6. Arrange educational objectives in priority order.

7. Break down long-range educational goals into sequences of immediate goals.

8. Use information obtained from assessment activities, cumulative folders, and special reports to develop long-range educational objectives.

9. Define probable post-school vocational activities when developing long-range curricular objectives.

10. Utilize information obtained from related disciplines about the sensory, physical, emotional social, and cognitive states of the student to plan remediation programs.

11. Generate instructional programs that are associated with the development of problem-solving behaviors.

12. Develop objectives in terms of entering behaviors of student.

13. Organize instructional environments that develop exploratory behaviors.

14. Aid student in defining goals and objectives that are achievable in terms of his limitations.

15. Design behavioral objectives for pupils, i.e. performance, cognitive, and expressive.

16. Design diagnostic pretest instruments for pupils.

17. Examine curriculum materials and specify how much materials have contributed to negative assumptions about minority pupils and their cultures, either by omission of data or inclusion of data which promotes a less than positive view of minority peoples.

18. Redesign curriculum materials that will promote a positive set of assumptions about minority students and their cultures.

19. Conduct inquiry-oriented programs which are culturally relevant to all pupils.

20. Conduct a program which emphasizes structure without losing proficiency and which can be applicable to all childrens' experiences.

21. Develop and conduct a program which will emphasize the multicultural nature of the society.

22. Design curriculum modules which relate to the multicultural population of the school and which provide ways for all pupils to gain positive identification of self-images.

23. Plan instructional programs that provide for the development of practical employment skills.

III. Method of Instruction

A. Use appropriate instructional, motivational, and reinforcement techniques and instructional media which will result in an effective delivery system to the student.

1. Translate statements describing physical and sensory limitations into statements about instructional limitations.

2. Describe and evaluate the several theoretical instructional systems that are used to design programs for special needs students.

3. Translate learning theories in terms of functional relations to instruction.

4. Develop instructional materials to meet specific instructional needs.

5. Select instructional materials and methods in terms of student performance levels.

6. Involve students in instructional planning.

7. Sequence tasks to conform with learning styles, learning pace, and inferred learning potential of children.

8. Select teaching strategies and delivery systems.

9. Provide opportunities for independent study.

10. Reinforce exploratory responses and questions from students.

11. Provide success-producing stations for individual pupils.

12. Vary and pace instructional activities to maintain high student interest.

13. Demonstrate a variety of methods and techniques.

14. Use appropriate multi-media equipment and material.

15 Supervise student laboratory experiences.

16. Establish and demonstrate regular procedures for the safe use, storage, and maintenance of tools and equipment.

17. Adapt instructional environment for specific children in the light of information gained from physicians and other noninstructional consultants.

18. Establish order of business each day.

19. Define the operating rules and responsibilities of both the learner and the teacher-manager.

20. Encourage student to express his ideas and opinions.

21. Assist student to express his ideas and opinions.

22. Assist student to interpret his own behavior.

23. Use correct oral and written communication.

24. Administer diagnostic pretests to pupils.

25. Design teaching strategies in behavioral frameworks that will implement achievement of stated objectives based upon diagnosed strengths and weaknesses.

26. Conduct teaching strategies in behavioral frameworks that will result in achievement of objectives.

27. Select instructional materials that are necessary for the achievement of objectives.

28. Provide alternative learning routes for pupils.

29. Recycle pupils who do not reach the necessary mastery level for attainment of objectives.

30. Assess his/her impact on pupils and modify that impact by modifying teaching style.

31. Effectively use audio-visual equipment in the instructional program to develop instructional modules which relate to the lifestyles of all pupils.

I. Evaluation

A. Select and use appropriate methods of evaluation which will reflect effectiveness of instruction and student accomplishment; and

Analyze and synthesize data from all relevant sources that will support program planning effectiveness.

1. Update program development and implementation in terms of current research.

2. Conduct follow-up activities on former students and provide assistance when necessary.

3. Maintain school records in objective fashion.

4. Select and/or develop appropriate assessment instruments.

5. Use assessment information as a basis for specifying behavioral objectives.

6. Observe and record behaviors elicited in assessment situations.

7. Tentatively identify student's preferred learning style.

8. Evaluate pupil performance at each step and task level.

9. Evaluate particular teaching process and strategies as related to individual pupil performance.

10. Compare the behavior outcomes of instructional efforts with stated long-term and short-term goals.

11. Evaluate and modify when appropriate his own teaching.

12. Evaluate diagnostic pretests in behavioral terms for pupils.

13. Communicate strengths and points of concern of pupils to parents and pupils.

14. Recycle pupils who do not reach the necessary mastery level for attainment of objectives.

15. Design post-test instruments to acquire data about achievement of objectives.

16. Evaluate post-test instruments data in conjunction with pretest instruments data to assess effectiveness of instructional materials and strategies.

17. Evaluate total learning environment in terms of its effects on pupil learning.

V. Guidance

A. Communicate occupational information and assist students in setting realistic goals in cooperation with other school staff and parents.

1. Identify probable activities for advanced education for individual students.

2. Describe a student's interaction with peers, teachers, and parents.

3. Aid student in accepting his handicap.

4. Work with guidance counselor to provide services.

5. Refer students to qualified personnel agencies and/or provide occupational and educational information.

6. Refer students to qualified agencies and/or provide assistance with personal, social, or scholastic problems.

7. Devise means of determining student attitude.

8. Give attention to the personal needs of the student.

9. Participate in student-parent conferences.

10. Encourage parents to implement extensions of school programs in the home.

11. Consult with the supportive teacher(s) in order to extend and implement programs for individual students.

12. Establish and maintain communication channels with personnel in school and community agencies to extend individual pupil instructional programs.

13. Work with professional consultants in developing programs for individual students.

14. Communicate with objectivity and specificity with other professionals.

15. Aid parents in defining realistic goals for their children.

VI. Human Relations

A. Demonstrate a personal concern for students and parents in all aspects of the educational experience.

1. Utilize behavior modification and other adjustment approaches.

2. Participate in student-parent conferences.

3. Describe purposes, programs, and goals of program to parents.

4. Obtain through counseling with parents information necessary for program planning and implementation.

5. Demonstrate a respect, love, empathy, for learners as growing, developing and feeling human beings.

6. Categorize behaviors which have led to negative assumptions about minority pupils and their cultures.

7. Categorize societal beliefs which have led to negative assumptions about minority pupils and their cultures.

8. Develop in pupils the social skills and values necessary for survival in the dominant culture without denying the existence of other values equally appropriate in minority cultures.

9. Differentiate between interpersonal relations with other staff members which have a negative effect on the teaching-learning process and those which lead toward positive change.

VII. Management of Learning and Behavior

A. Provide an atmosphere in which the student can work toward self-fulfillment in a school, home, community, and occupational setting.

1. Establish and maintain communication channels with personnel in school and community agencies to extend individual pupil instructional programs.

2. Develop and involve community resources as integral parts of the teaching-learning process.

3. Interpret the school's program to the community in terms both understandable and acceptable.

DESIGNING CAREER EDUCATION PROGRAMS FOR THE SPECIAL NEEDS STUDENT

By

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and

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Career Education programs are proliferating throughout the country with the major emphasis being placed on career awareness, exploration, preparation, placement, and adjustment. Career Education is not viewed as a limited program for a limited population. Consequently, attention must be focused on preparing all students to choose self-fulfilling life goals. Adequate Career Education will provide the opportunity for every individual to make unique contributions to the evolving functions of society.

Of particular interest to many professionals in the field is the Career Education of special needs students. Special Needs is a broad and inclusive concept that takes into account any handicap that requires alternative and/or supplimentary education in order to prepare the individual to adequately function within society. Special Needs, subsequently, could include any student categorized in one or more of the following:

1. Mentally Impaired
2. Emotionally Disturbed
3. Physically Handicapped
4. Socially Disadvantaged
5. Culturally Deprived
6. Economically Disadvantaged
7. Academically Deficient

The problem existing at this point in time is the inability of teachers to adequately deal with the special needs student in the classroom and laboratory situations. It is not uncommon to find special needs students who have been "placed" into various Career Education programs on the basis of academic and social bias. What is lacking is material that would help the special needs student select an appropriate educational program. Compound this with the teacher's inability to identify individual student interests and preferences, and you find a disinterested student in an inappropriate program.

Teachers are being told that they will be held accountable for the competencies (knowledge, skills, and judgment) gained by all of their students rather than the traditional mean score of their class and should expect an increasing number of special needs students. This is frightening, as well it should be. Most educators believe they are completely unqualified to deal with these students. Few have had any training and most are frustrated to the point of changing job situations or exiting from the profession completely.

> Most preservice education programs within universities do not require (special needs) preparation for regular classroom personnel.[1]

In order that the teacher can adequately handle the potential situation of integrating special needs into the mainstream of the student body, it will be necessary to develop a systematic

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[1] J. R. Yates, "Model for Preparing Regular Classroom Teachers for Mainstreaming," Exceptional Children. Volume XXXIX, March 1971, p. 471.

approach in the designing of Career Education programs. Four components of this model are. (1) identification of program goals; (2) specification of competencies; (3) defining indicators of success; (4) developing modalities of instruction and (5) program evaluation. This paper will; therefore, attempt to specify how these components can be utilized when designing Career Education programs.

Identification of Program Goals

The first component in the Career Education design model is the establishment of program goals. Mager defines a goal as a "statement describing a broad or abstract intent, state or condition."[2] Goals should reflect the direction, desire, or emphasis of a program.

Students on regular programs sometimes function without clearly defined goals and objectives, but such is not the case with special needs students. These individuals need specifics when they are being dealt with no matter what the case at hand might be.

When setting program goals, a goal analysis must be conducted. This analysis should include such questions as:

1. What have I done with the program in the past?
2. How satisfied were the students and I with the program upon completion?
3. What do I want to do in the future?
   a. Remain the same
   b. Change completely
   c. Change and modify the old method

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[2]Robert F. Mager, Goal Analysis, (Belmone, California), Fearon Publishers, 1972, p. 35.

There are various techniques and information sources that can be utilized during the analysis process. One example is the use of survey forms asking former students, parents, and fellow teachers their opinions regarding past Career Education programs. The surveyor can quickly see from these forms if major program segments have been left out of the classroom proceedings. The result would be the clarifying and development of more attainable and applicable goals.

When analysis is complete, writing of actual goal statements follows. An example of a program goal might read: "All special needs students will be exposed to real-life occupational situations." This goal reflects abstract intent of providing students with these kinds of experiences yet does not describe the actual method of exposing the students to the situations. There is built-in latitude to achieve the goal that best fits the individual need of each student.

Goal statements are direction indicators for both the teacher and the students. These statements need to be constantly reviewed and changed periodically to reflect the current emphasis of the Career Education program. The achievement of goals is dependent on the clarity of the next four areas; the first being the specification of competencies.

Specification of Competencies

Competencies can be defined as those ". . . knowledge, skills, and judgements which the student will demonstrate at

a predetermined proficiency level;"[3] and are derived from subject matter, educational philosophies, and student characteristics. In an instructional program, competencies can be used to determine whether or not students have obtained specific goals; thus, competency identification is a function of goal achievement.

When identifying competencies, a teacher must keep in mind the individual student rather than the class as a whole. Consequently, competencies should be selected that require different performances from students of varying levels of ability, yet contribute to the achievement of overall program goals.

Once competencies have been identified, there should be a process developed by which they are categorized under several major headings according to subject commonalities. By categorizing in such a manner, the scope of the program is laid out and the context within which students will work is established. Thus, major headings such as interests, abilities, and aptitudes would denote various segments of the program or instructional scheme. The students would have a clear picture of what category they are exploring by utilizing the general heading strategy.

It should be noted that competencies may or may not be pyramided in relationship to one another. If a competency

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[3]Fred S. Cook and Rita Richey, "Two VAE CBTE Models: A Model for a Competency-Based Instructional System," Competency-Based Teacher Education Series, No. 2. Wayne State Univ., Nov. 1973, p. 2.

is to be a prerequisite for another competency, definite evidence must be provided to substantiate the requirement, otherwise a bottleneck will be produced within the program.

The advantage of competency categorization is its logical order through which instructional content can be sequenced. To have a laundry list of competencies would prove nonsensical in an educational program--similarly, competencies alone cannot provide adequate information for the total instructional program. Thus, further specification of content is required to assure program relevancy and validity.

Defining Indicators of Success

At the heart of a successful Career Education program is the ability of the teacher to specify those student outcomes that indicate achievement of competence and eventual goal attainment. In the writings of Bjerstedt (1972), Kibler et al. (1970), and Davis et al. (1974), the traditional "normative" indicators have given way to demonstrated or performance indicators--commonly referred to as performance objectives.

Most teachers are a bit uncomfortable or undecided when they are asked to specify objectives for the average class. Many times they feel they are writing objectives to satisfy the school administration rather than for the good of their students. When called upon to write objectives for students with special needs, they find themselves in a complete dither

as to where to start and what to write. Thus, a systematic procedure must be used when defining indicators of success for all students.

There are normally two major considerations given to the specification of performance objectives: (1) the performance to be demonstrated by the student, and (2) the criteria by which the student will be evaluated. The first step in identifying these indicators should be the specification of performances for each competency identified in the program.[4] At this time, criteria should not be specified--for there is no absolute formula that can be used, other than personal professional opinion, for identifying criteria.

Once performances have been specified, the next logical step is to field test them under realistic conditions. As each student completes, or fails to complete the specified performances, detailed records should be kept as to the acceptable level of performance or criteria needed by each student to pass the objective.

Crutcher and Hofmeister suggest the use of a constant monitoring system to keep the students up-to-date on their progressionary achievement as well as monitoring the success or failure of the instructional strategies employed.[5]

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[4]Each competency should have at least two or three performances listed under it, if not, it should then be restated in terms of a performance and categorized under another competency, or eliminated from the program.

[5]Corinne Crutcher and Alan Hofmeister, "Effective Use of Objectives and Monitoring," Teaching Exceptional Children, Volume VII, No. 3, Spring, 1975, p. 78.

Through the utilization of a system such as this, the teacher can ascertain the learning style of the special needs youth and present the career concepts in such a manner.

Developing Modalities of Instruction

It is generally agreed upon by most learning theorists that all individuals do not learn in the same manner and at the same pace. Likewise, it should be noted that special needs students should not be exposed to the same type of Career Education instructional modality throughout an entire instructional sequence.

Research conducted by Hill (1974) indicates that students have two types of cognitive or learning styles: (1) a preferred style, and (2) an actual style. The preferred style identifies which conditions and modalities the student would like to learn under, while the actual style is the conditions and modalities under which the student best learns. This is an extremely valuable tool when dealing with special needs students, for it is difficult to identify those instructional techniques appropriate for students with one or more handicaps.

What must be realized is that the learning activities and information diffusion techniques used in a Career Education program should be as varied and student-oriented as possible. The entire Career Education concept lends itself to a variety of meaningful activities that spark student awareness and interest in choosing an occupation, preparing for it, and entering into it.

With the glut of audio-visual materials dealing with Career Education, much care must be given to the selection and use in special needs classes. Through the delineation of individual student learning styles and appropriate performance statements, it will be possible to develop a career education program tailor-made for each student in the program.

Evaluation

Program evaluation is a dual component process by which the instructional system and student outcomes are both reviewed and analyzed. When conducting an evaluation, the two components will be inextricably combined, for the instructional system will be a function of the instructional system. Thus, what is occurring is a continual feedback system whereby the success of each component will influence any modification made within the total program.

If the program is set up on a performance-based mode, it will be easy to evaluate the success of the program, for the students will or will not have gained those competencies identified with each program goal. When it is found that the program goals are not being met, there are three options available.

1. A Change in program goals is needed.
2. A change in the instructional system is needed.
3. The program should be eliminated.

The first two options are normally easy to accept, but the third is always overlooked. If a program is not successful, it is only logical that it should be eliminated and

replaced with a new one--when this does occur it should not be viewed as a failure for there is often more gained through a failure than through success.

Conclusion

Career Education is an exciting and challenging concept that has benefits for all students. The special needs student faces life with a unique set of problems or handicaps that hinder success in a regular school setting.

With the aforementioned modifications and strageties in mind, the conscientious educator will develop an educational program that will meet the needs of all students.

The challenge is to present Career Education in a meaningful, worthwhile way that will stimulate the interest of the special needs youth and involve the total individual in the setting of life goals.

INTRODUCTION TO CURRICULUM MODIFICATION FOR SPECIAL VOCATIONAL NEEDS YOUTH

By

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As a result of "mainstreaming" and the increased concern for all students, teachers are getting an even wider range of students in their classrooms. This new emphasis in education has caused much apprehension and consternation among classroom teachers. They want to meet the needs of all their students, but with the vast differences they perceive between class members, they wonder how this is possible. With a systematic, orderly approach to curriculum modification, Many of these concerns can be removed and the apprehension erased.

The classroom teacher, in order to provide equal educational opportunities for all students, must first be committed to the idea that curriculum modification can and will aid in the learning process of special needs youth. Secondly, the teacher must be willing to make the necessary modifications and integrate them into his/her style of teaching. With comitment and the action established, a sequential procedure must be followed to bring about an orderly and learning-motivated change. The following definitions will help to establish a base from which these changes can be made.

Curriculum is defined as a sequence of instructional units, or a systematic arrangement of courses designed for a particular group of pupils.

Curriculum Modification is defined as any change or alteration made in the curriculum structure to better meet the needs of individual students.

With both definitions in mind, the teacher can then make plans for the necessary modifications that will follow. First, a status assessment must be conducted in order to clearly lay out a plan of action for the future changes. A basic assumption will be made that the curricular materials being used contain all the components normally found in a course of study; such as, goals, objectives, evaluation techniques, etc. If any of these areas are missing, they must be included before the assessment process can begin.

Initiation of the status assessment requires the asking of questions of the following nature:

1. What have I taught in the past?
2. How satisfied am I with the results?
3. How satisfied were my students with the material presented?
4. How well did the materials meet the needs of individual students?
5. How do I want to change?
   a. completely
   b. none at all
   c. progressive unit change

The easiest and most logical curriculum modification process is the progressive unit change. By adopting this method, a teacher can change one unit of instruction at a time, test the changes, make alterations, and progress on to

another unit. Once the decision has been made to adopt the progressive unit change method and the unit that will be modified has been selected, one is ready for learning style analysis.

There are several instruments available for the analysis of learning styles. These instruments generally separate learning styles into four major categories: visualization, written word, listening, and activity.

Visualization - the receiving of information through some pictoral form, such as overhead transparencies, illustrations in books, slide presentations, etc.

Written Word - any and all printed matter that the student comes in contact with.

Listening - the receipt of information through verbalization. The information source for this category could be lecture, tape presentation, or guest speakers.

Activity - could be any type or kind of student involvement. "Hands-on" constructional activities, field explorations, or individual research projects could fit into this category.

When students are given one of the analyses, they often indicate two preferred learning styles that they like to work in. In the modification of a unit, attempts should be made to provide a balance of these four areas. This will provide the student with a means whereby he/she can work more effectively in at least two learning-style areas. This change to four learning-style areas is not a complicated nor arduous task as it would initially seem. If the class material is being

presented via lecture and textbook assignments only, the addition of slides, transparencies or "hands-on" constructional activities could lend style preferences. The result is that all students can now have additional options open to them from which they can receive educational input.

Another major concern is the reading level of the printed material used in the classroom. There are a number of instruments that measure the readability of printed matter. Typical of these is Farr-Jenkins-Patterson Test of Readability. This instrument is easy to use and requires only minimal time to apply to the material being measured.

The next step is to look very carefully at the unit and explore all the possible weaknesses that are present. Again, questions must be asked to test for these weaknesses. These include the following:

1. Does the unit stand alone?
2. Does the unit have a definite beginning and end?
3. Does the student feel a sense of accomplishment at the conclusion of a unit?
4. Does the unit give a sense of direction?
5. Are evaluation procedures clearly defined?
6. Can the student see the sequence of activities that he/she is required to perform?
7. Are there constraints or circumstances that make successful unit completion difficult or impossible?

Each of these questions requires a thorough and complete answer in the affirmative, or if unable to give a positive answer, changes must be made to bring about the correct response. Curriculum modification will lend itself to the betterment of teaching and the meeting of individual student needs. Special vocational needs students are just as eager to

plan, set, and realize life career goals as any students in public education today. Through curriculum modification, this important life process is aided greatly.